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## Addressing the need for internationalisation in Higher Education through an undergraduate course: Global Communication in English

### Citation for published version:

Richardson, J & Guion Akdağ, E 2016, 'Addressing the need for internationalisation in Higher Education through an undergraduate course: Global Communication in English', European Conference on Education 2016, Brighton, United Kingdom, 29/06/16 - 3/07/16.

### Link:

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### Document Version:

Publisher's PDF, also known as Version of record

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# Addressing the need for internationalisation in Higher Education through an undergraduate course:

## Global Communication in English



Founded in 1821, Heriot-Watt is a leader in ideas and solutions. With campuses and students across the entire globe we span the world, delivering innovation and educational excellence in business, engineering, design, the physical, social and life sciences, and translation, interpreting and intercultural studies.



### Global Communication in English

#### This course aims to:

- introduce students to the study of the development and use of English throughout the world;
- prepare students for cross campus transfers Go Global and future employment;
- communicate in English in an effective, informed and inclusive way in multi-cultural environments.

### Global thinking, worldwide influence

#### Strategic Plan 2013-18: Internationalisation

(Some of) Heriot-Watt's University's priorities are to:

- continue to grow rapidly all streams of international activity;
- ensure that Heriot-Watt University qualifications are recognised and respected internationally, providing entry to jobs worldwide;
- support the development of Heriot-Watt as an international university with Scottish roots.

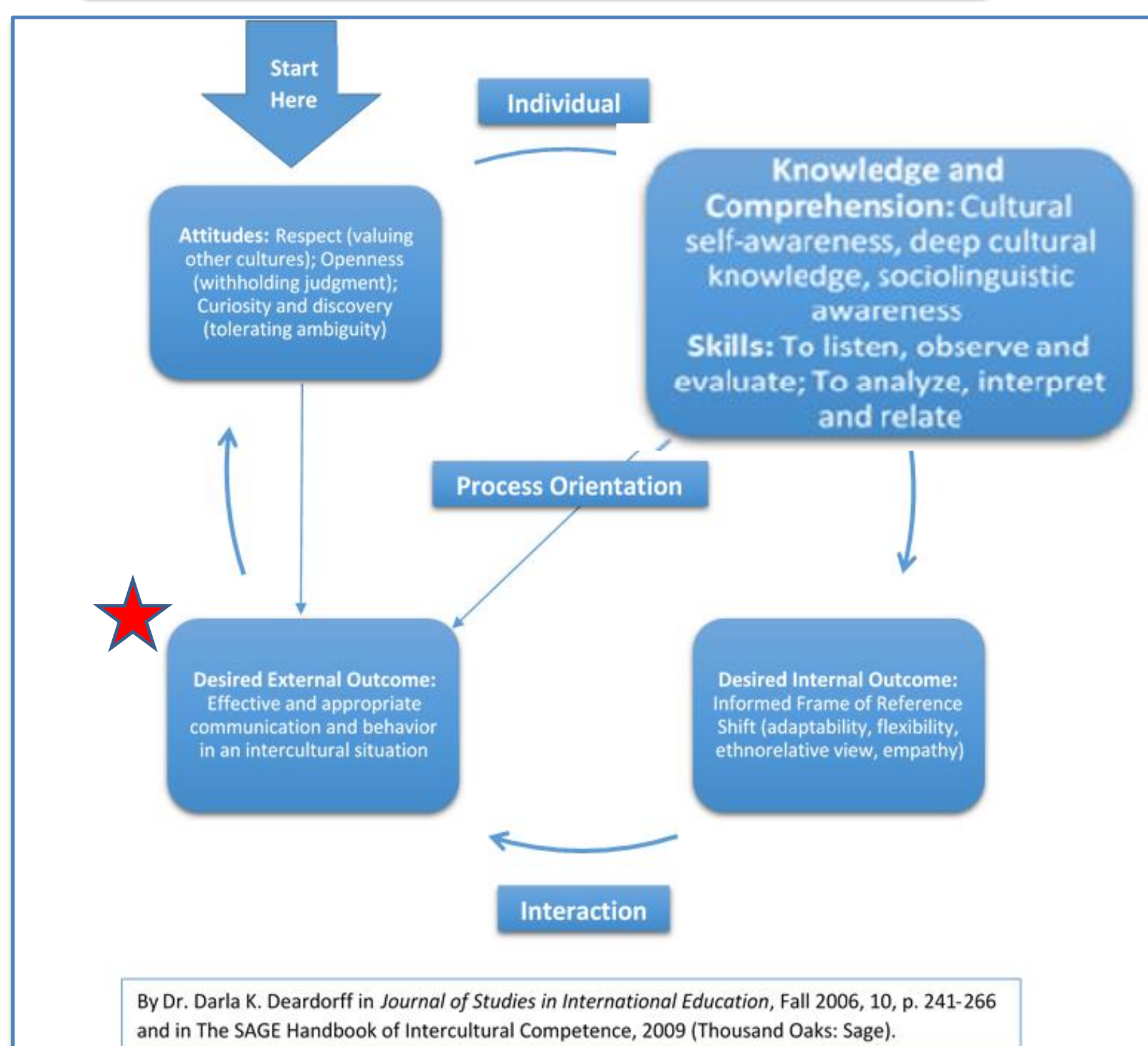
### (Some of the) Learning Outcomes:

- demonstrate an awareness of the historical, political and social factors related to the spread of English;
- apply a sociolinguistic approach, including discourse analysis, to a variety of English;
- apply an ethnographic approach to their own and others' use of English;
- contribute effectively in group work by showing an awareness of roles and responsibilities and taking the lead when appropriate.

A Heriot Watt University graduate;



Process Model of Intercultural Competence Assessment Framework (Deardorff, 2008)



### Best Practice for Assessment:

It must be sustainable 'to equip students for a lifetime of assessing their own learning' (Boud and Falchikov, 2006)

It must be **for** learning not **of** learning and incorporate effective and constructive feedback, including from peers. It must measure understanding and application, rather than technique and memory (Nicol & Macfarlane-Dick, 2006)

### Methods of assessment on Global Communication in English:

- e-portfolios – students collect and share their research on Global Englishes and intercultural communication on linoit.com
- critical reflection on their own communication using English – by keeping a blog, students are encouraged to go beyond descriptive reflection by using a set of *what* questions : What? So What? Now what? (Deardorff, 2008, Jameson, 2007)
- role play – students record dialogues and analyse and evaluate interaction
- group tasks – students participate in group tasks and analyse the group's performance using criteria that they have identified as important for intercultural communication
- poster presentations – students prepare an academic poster to capture key elements of their learning

To what extent does this course assess intercultural learning?  
To what extent does this course 'address the need for internationalisation'?

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